SW 572: Topics in Disability Studies (Rackham)
Rackham 580: Topics in Disability Studies: Disability and Minority Theory
Fall 2012

Instructor: Tobin Siebers
Class: Thursday, 1-3 pm, G463 Mason Hall
Office: T. Siebers: 3267 Angell Hall
Hours: 3-4 pm Thursday and by appointment
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Course Webpage: http://www.umich.edu/~uminds

Cross-listings:
Architecture 609    PM & R 580
Education 580    Social Work 572
English 528    Sociology 580
Kinesiology 503    Women’s Studies 590

ADA Statement: It is my intention to support the full participation of all students in the learning process of this class. I have incorporated a variety of instruction techniques and evaluation methods in the course process. In spite of these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate. It is my expectation that students who require specific or additional support to acquire the course content or demonstrate their achievement of the objectives will inform me of their needs immediately. A useful contact is the Office of Students with Disabilities, G664 Haven Hall, at 763-3000.

Course Description: “Topics in Disability Studies” provides an interdisciplinary approach to disability studies, including focus on the arts and humanities, natural and social sciences, and professional schools. We will focus this term on the relation of disability studies to theories of minority identity developed in the humanities over the last 30 years. We will examine both the individual, theoretical stakes of different minority identities as well as how they contribute to or are changed by disability status. Some theories of minority identity include Critical Race Theory, Feminist Theory, Queer Theory, and Transability. Students will also have the opportunity to interact with visiting speakers from a broad range of fields. The course is offered for 1 or 3 credits. Accessible classroom with real-time captioning. For more information, please contact Tobin Siebers.

Learning Objectives: The course will prepare the student

- to understand how disability is culturally represented, historically and currently
- to understand how disability is addressed as a minority category in relation to other minority categories

Students should be able to describe the implications of various conceptualizations of disability, including the implications for how perceptions of persons with disabilities

- relate to the sex/gender system
• affect racial and ethnic stereotyping
• change the boundaries of the body
• require adjustment in theoretical models of identity

Students will also be able to describe formal models of disability, such as the medical model, social model, minority model, business model, and others

**Course Schedule:**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Sept 6</td>
<td>Student Introductions. Review of Syllabus. Overview of Disability Studies</td>
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<tr>
<td>Sept 13</td>
<td>What is Disability? Medical, Social, and Business Models</td>
<td>Albrecht; Linton; Wendell 1996</td>
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<td>Sept 20</td>
<td>Minority Studies and the Humanities. Readings: Collins; Davis; Hirsch and Olsen interview with Harding</td>
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<td>Sept 27</td>
<td>Disability as Minority Identity. Readings: Johnson; Kleege; Mairs 1996</td>
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<td>Oct 4</td>
<td>Race and Disability. Readings: Bell; Snyder and Mitchell; Pernick. Short Description of Project and Bibliography Due</td>
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<td>Oct 11</td>
<td>Student Response and Review Session</td>
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<td>Oct 18</td>
<td>Visitor: Eunjung Kim, “Mothering Disability and Repairing the Human Race.” Reading: Kim</td>
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<td>Oct 24</td>
<td>Wednesday, 6-9pm, Common Room, Institute for the Humanities, Susan Schweik, “Twice-Described Description: Notes Toward an Ekphrastic Culture”</td>
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<td>Oct 25</td>
<td>Thursday, 1-4pm, Common Room, Institute for the Humanities, Carmen Papalia, Blind Field Walk/UMMA</td>
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<td>Nov 1</td>
<td>Discussion session on our visitors, Kim, Schweik, and Papalia. Reading: Kim</td>
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<td>Nov 8</td>
<td>Disability and Sex/Gender. Wendell 1989; Lloyd; Mairs 1999</td>
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<td>Nov 15</td>
<td>Disability and Sex/Gender. Readings: Dean; McRuer 2006</td>
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<td>Nov 21</td>
<td>Thanksgiving Vacation</td>
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<td>Nov 29</td>
<td>Transability: Whole; Stevens, and <a href="http://cripconfessions.com/">http://cripconfessions.com/</a></td>
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<tr>
<td>Dec 6</td>
<td>Reporting on Student Projects. Final Project or Paper Due</td>
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**General requirements:** 1 credit students: attendance, participation, a one paragraph written sponsorship per week; 3 credit students: attendance, participation, at least one oral sponsorship, class project or paper

**Sponsorships:** Each student taking the course for 3 credits will be assigned at least one oral sponsorship. Students taking the course for 1 credit are required to produce a short version of a sponsorship in preparation for the day’s class. Sponsorships should be no longer than 3 pages and take the following format. The first part should give a very brief summary of the main points or arguments of the reading. The second part should describe what you find most beneficial, valuable, useful, interesting, or provocative about the reading. The third part should describe questions, criticisms, or problems that you have with the reading. The final part should assess the reading from your disciplinary point of view: how would your discipline react to the problem taken up by the reading or how might the ideas in the reading change or challenge positions normally assumed by your discipline?
**Final Projects:** Projects should reflect the subject matter of the course, ie, disability studies, and demonstrate an advanced reflection on the problem at hand, by which I mean that you should be in conversation with and actively contributing to the secondary literature in the field. The workload of the project should be equivalent to a 15-20 page research paper for graduate students or 10-15 page research paper for undergraduate students.

**Oct 4: Short Description of Project and Bibliography:** I expect, if you are taking the course for 3 credits, that you will provide one or two paragraphs describing what you plan to do for the final project, a preliminary bibliography of the material you have reviewed for the project (including material other than what is included in the coursepack), and a brief description of the format you plan to use and the department or program you represent. This project description is due on Oct 4.

**Oct 11: Midterm Review (Required for all students):** The following three questions will be the point of departure for your review discussion. Please write down your responses so you can submit them on the day of class.

1. Describe three points you have learned so far
2. List three questions about disability or disability studies that you would like to be answered
3. Offer three recommendations for the class format, structure or physical environment

**Dec 6: Presentations of Class Projects and Submissions of Projects:** Each student who is taking the class for 3 credits is responsible for a 6 minute presentation about the results of their project. It is expected that the presentation will demonstrate how you have integrated material from the class (lectures, readings and visiting speakers) into your project. All final projects are due on Dec 6.

**Required Readings (Electronic files available on Ctools):**


